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ABSTRACT

This document describes an organizational structure and processes for planning, coordinating and implementing staff development activities. It is meant as a guide or tool for individuals and agencies involved in professional development of school staffs. It is divided into six major sections: (1) definition of terms used in the document: (2) rationale for the staff development program; (3) Michigan's local staff development programs; (4) Michigan state staff development centers: (5) the state planning process; and (6) objectives and activities 1979-80. (JD)

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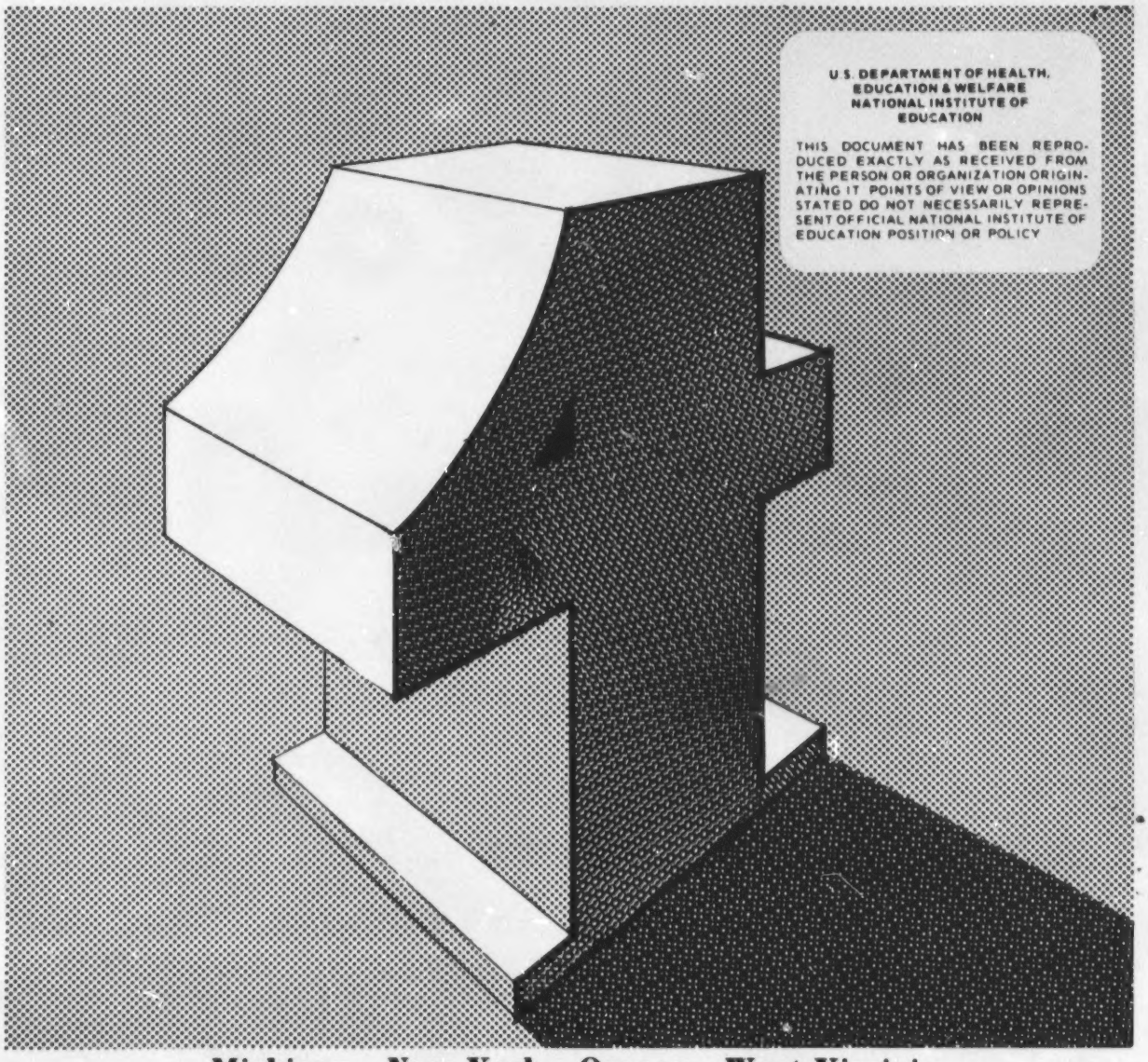
Staff Development of Educational Personnel
THE MICHIGAN PLAN
A Network of Local and Regional Centers

The Four State Project



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Staff Development of Educational Personnel
THE MICHIGAN PLAN
A Network of Local and Regional Centers

Developed as Part of
THE FOUR STATE PROJECT

August 1979

Prepared in accordance with Contract Number 300-78-0066 between the Department of Health, Education, and Welfare (through the Teacher Corps Program of the U.S. Office of Education) and the West Virginia Department of Education.

MAR 1 9 1980

MICHIGAN

State Plan for School Staff Development

Abstract

Background

Since 1970 the State Superintendent of Public Instruction has been calling for programs for the professional development of school staffs. In 1971 and 1972 the State Board of Education endorsed proposals for state support of locally defined staff development programs. Such requests were not successful. In 1973 the Department of Education developed a position paper and proposed statute authorizing a statewide network of teacher centers. In Fall of 1974 the State Advisory Council for Teacher Preparation and Professional Development rejected the 1973 position paper and instead adopted a series of guidelines for staff development center programs. Although the Council endorsed state support for such programs a concern was expressed for the need for local response to staff development needs.

In a separate yet related action in 1974, the State Superintendent made a series of recommendations to the State Board of Education and the Governor as a result of the work of a state task force concerned with the accountability issue. Since this concern originated with Detroit, the State Superintendent proposed that a professional development center be authorized for Detroit. With the support of the State Board of Education and the Governor, Michigan's first state funded professional development center became a reality and began operation in March, 1976. In 1975 a task force to establish an outstate staff development center network was convened. The result was monies to support planning in 1976-77 for one or more outstate staff development centers. In 1976 two outstate centers to start up in Fall, 1977, were funded: the Regional 12 Professional Development Center and the Kent Professional Development Center. In 1976 the State Board of Education recommended the voluntary creation in intermediate school districts of advisory councils on professional development to work in coordination with the Department of Education to address the needs of local educators.

In November, 1977, a State Plan for Professional Development was presented to the State Board of Education and approval delayed until resolution on key issues could be determined: eligibility for funding, the role of centers, the composition and selection of governing boards, funding, the role and constitution of a state advisory council. In response the state Legislature appropriated $25,000 in 1978 for a special study to address the issues and make recommendation to the State Board of Education and the Legislature relative to an eventual network of staff development centers. An independent contractor worked with an advisory group of 50% teachers (see page 4) and the recommendations were presented to the State Board in March, 1979. These recommendations were incorporated into the State Plan for School Staff Development in Michigan and the plan was approved by the State Board of Education in April, 1979. Although the funding level has been recommended to the state Legislature, the final budget appropriation will not be known until late summer, 1979.

Below are the elements of the state plan in Michigan related to the components of the Four-State Project.

Prototype Elements

Michigan's plan recommends a network of local staff development centers with a minimum of 750 professional personnel and a network of up to 25 state staff development centers to be designated by the State Board of Education.

Governance

Each local and state staff development center shall be governed by a policy board which sets policy for the operation of center programs. Policy boards shall be comprised of a majority of teachers (selected by the local collective bargaining agent or elected by all teachers in an area where there is no collective bargaining agent). Other representatives shall include local boards of education, administrators and other support personnel. The regional state staff development centers shall include a representative from higher education. All representatives on the policy boards shall be selected by constituent groups.

A new State Level Advisory Council on Staff Development will be charged with advising the State Board of Education regarding the broad spectrum of staff development activities in the state, providing information regarding problems and issues in this area, and advising the State Board regarding specific items referred to the Council by the State Board. The composition of this State Advisory Council shall be a majority of teachers designated by the Michigan Education Association and the Michigan Federation of Teachers, as well as representatives from the following organizations: Michigan Congress of Parents, Teachers and Students; Deans and Directors of Colleges of Education; Michigan Association of School Boards; Michigan Association of Intermediate School Administrators; Michigan Association of School Administrators; Michigan Elementary and Middle School Principals Association; Michigan Association of Secondary School Principals; Local Staff Development Centers; State Staff Development Centers; Federally Funded Teacher Centers; Michigan Congress of School Administrator Associations; Middle Cities Association; Non-public Schools and Community Colleges.

Needs Assessment

Local policy boards shall develop needs assessment instruments or processes to determine the local staff development needs. Results shall be communicated to regional state staff development centers and to the State Department of Education. The State agecny regional centers, institutions of higher education and the state level Advisory Council on Staff Development will provide information to local centers relative to possible resources to meet identified needs. Local and regional needs will be incorporated into state agency planning and be communicated to institutions of higher education for better coordination between preservice and inservice.

Outcomes

Michigan's Plan states: "School staff is the most important school-related variable in improving student learning, and the continued growth of the members of Michigan's educational community, in order to better meet the needs of Michigan students, is the goal of the activities and programs . . ." Staff Development is defined as "a planned and organized effort to: (1) provide

teachers and other educational workers with knowledge and skills to facilitate improved student learning and performance commensurate with individual student incentive and potential, (2) meet additional development needs of students, and (3) meet the specific needs of staff that may or may not be related to cognitive outcomes." Outcomes will include 1) coordination of existing resources, 2) collaboration among the various individuals and agencies concerned with the education of teachers and children, 3) development of inservice planning models which will allow for local assessment of educator needs, 4) local planning of inservice activities, and 5) local delivery of programs.

Delivery System

Michigan's plan calls for the establishment of local staff development centers which local educators can make decisions about needs, appropriate resources and appropriate delivery sites. Inservice education can take place in the classroom, building, regional site or at any place deemed appropriate by the local policy board. State priorities can be coordinated through the state staff development centers to reach out to local educators.

Rewards/Incentives

The involvement of teachers and other educational personnel in the identification of staff development needs and definition of potential response will provide for a program which is better received by inservice participants. At the discretion of local policy boards and with cooperation of the local fiscal agent, teachers and other educational personnel may have released time to become involved in planning and participation in staff development activities. Staff development programs funded through this program will not be tied to certification requirements.

Evaluation

Each local staff development center will provide an evaluation plan for its program. The state plan recommends that staff development programs be evaluated approximately three years after inception of the program and re-evaluated five years hence. One of the objectives in the plan is for the Department of Education to develop an evaluation process to look at the effectiveness of local staff development programs and the implementation of the State Plan.

Funding

State funds will be utilized for this program. The funding level recommended by the State Board of Education calls for $35.00 per professional personnel for the operation of local staff development center programs, and for the establishment of a maximum of 25 state staff development centers to be funded at no more than $100,000. An objective of the plan is to coordinate state and federal mandated inservice programs at the local, regional and state level.

Observations

The cooperative effort of educators in Michigan has resulted in a State Plan for School Staff Development with approval by the State Board of Education. The extent of the implementation is dependent upon the final authorization of the State Legislature. Regardless, the Department of Education will continue its role of facilitating staff development programs at the local level addressing local, state and federal needs and encouraging the collaborative effort of the many educational constituencies throughout the state.

ADVISORY GROUP

No. of Representatives	Organization
1	Advisory Council for Teacher Preparation and Professional Development
1	Michigan Congress of Parents, Teachers, and Students
1	Deans and Directors of Colleges of Education
1	Michigan Association of School Boards
1	Michigan Association of Intermediate School Administrators
1	Michigan Association of School Administrators
1	Michigan Elementary and Middle School Princip Assocation
1	Michigan Association of Secondary School Principals
5	Michigan Federation of Teachers
9	Michigan Education Association
1	Michigan Congress of School Administrator Associations
1	Middle Cities
1	State and Federally Funded Centers

ADVISORY GROUP (continued)

No. of Representatives	Organization
1	Funded Center Planners
1	PDAC Chairpersons
1	Locally Funded Centers

STATE PLAN FOR SCHOOL STAFF DEVELOPMENT IN MICHIGAN

March 22, 1979

OFFICE OF PROFESSIONAL DEVELOPMENT
MICHIGAN DEPARTMENT OF EDUCATION

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OF PUBLIC INSTRUCTION

FOREWORD

I have the utmost confidence that public education in Michigan can make a positive difference in the lives of students, regardless of their color, where they live, or their families' socio-economic background. It can provide them with the skills to function effectively in the many roles of a complex society, and it can offer them resources for fulfilling their individual desires.

The success of public education clearly depends upon the ability of its insitutions to provide the means to meet a great range of student needs. In our ever changing society, modifications are required in the means to meet newly identified needs. This requires professional development for staff in every facet of the educational system.

A humanistic and systematic approach to staff development will have at its center the teacher-learner relationship. Such an approach will attempt to develop the skills required to improve individual student learning. Such skills may include classroom management, resource management, testing and observation techniques, techniques for using computer technology, means for identifying new public concerns, skills for bilingual classrooms, programs for administrators, or a whole range of new teaching strategies.

Public education must respond to the increasing challenge that its finances be justified on the basis of student performance. Professional development can help the school staff plan for the optimum use of its human and material resources. It will be a major factor in the growing effectiveness of Michigan education. Therefore, the Michigan Department of Education has prepared the following State Plan for School Staff Development in Michigan.

John W. Porter
Superintendent of
Public Instruction

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I. INTRODUCTION

If the growing demands of new knowledge, mandated educational programs, and rising expectations for schools are to be met, Michigan's educators must be provided every opportunity to maintain and improve professional skills, and to acquire new knowledge throughout their entire work life. Staff knowledge, skills and awareness of attributes of human growth and development all contribute to bringing student outcomes up to stated expectations. In order to maintain up-to-date knowledge and skills, school staff should be offered the opportunity to receive and encouraged to seek continuous growth experiences. If the concept of lifelong learning for school staff is to reach fruition, teachers and other educators must have the tools to identify needed skills prior to entering a staff professional development program. In addition, maximum impact from staff development activities can be realized when individual staff members are committed to such personal growth and development. Commitment to continued improvement of competencies and skills in order to better assist students in meeting identified expectations is a crucial component.

Emphasis on professional development of school staff has brought about many new activities and programs supported by the State Board of Education, many intermediate and local boards of education, and colleges and universities. The multiplicity of activities rapidly increased the last several years, causing duplication of effort as well as confusion regarding the role of the various agencies. There is a need for an organizational model, a responsive Michigan Department of Education structure and a developmental process.

The State Plan for School Staff Development in Michigan has been prepared in an effort to meet that need. It is meant as a guide or tool for all individuals and agencies involved in professional development of school staffs. This document describes an organizational structure and processes for planning, coordinating and implementing staff development activities. It is hoped that this State Plan will clarify the role of the Department of Education in facilitating professional development activities for school staffs. All activities, structures, processes and roles are derived and developed from one focus. That focus is the professional development of members of school staffs throughout the State of Michigan. School staff is the most important school-related variable in improving student learning. The continued growth of the members of Michigan's educational community, in order to better meet the needs of Michigan students, is the goal of the activities and programs described in this document.

II. DEFINITION OF TERMS

So that all readers of this document begin with a common understanding, this section presents a series of definitions of key terms and concepts. These definitions are to be used in funding decisions and in planning for staff development center programs. They are limited-use definitions applied to state funded staff development center programs administered and/or supported by the Michigan Department of Education.

Staff Development

Staff development is a planned and organized effort to: (1) provide teachers and other educational workers with knowledge and skills to facilitate improved student learning and performance commensurate with individual student incentive and potential, (2) meet additional developmental needs of students, and (3) meet the specific needs of staff that may or may not be related to cognitive outcomes.

School Staff

All personnel employed by a school system who are responsible for delivering instruction or instructional support services to students. The primary target group for staff development center activities are teachers and administrators. Individual staff development policy boards may determine additional personnel to participate in staff development programs based on locally identified needs. Participation by school staff in staff development center activities is voluntary.

Teacher Centers (A Federal Term -- Section 532(a) (2) of PL 94-482)

"...a site which serves teachers from public and nonpublic schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary may develop and produce curricula, utilize research findings, and provide training to improve the skills of teachers to enable the teachers to meet better the educational needs of students."

Staff Development Centers (A Michigan Term)

State Staff Development Centers: A network of up to 25 centers designated by the State Board of Education to assure access by every local staff development center and local school district. The purpose of the state staff development center is to deliver inservice programs to individual local staff development center constituents, serve as consultant to local staff development centers, disseminate information concerning effective inservice programs, identify resources for local staff development centers, disseminate information and offer technical assistance relative to state and federal programs with inservice components, serve as a communication link between the Department of

Education and the local district(s)' staff development centers. The state staff development centers should have access to materials, libraries, and films.

Local Staff Development Centers: A local staff development center shall serve a minimum of 750 professional personnel. The purpose of the centers is to provide inservice activities to meet the identified needs of teachers, administrators and other support personnel whom individual center policy boards identify as the target group for the center activities. Local staff development centers shall identify local staff needs for inservice training, prioritize identified needs for inservice programs, identify resources for responding to needs, provide evaluation information relative to inservice programs, identify local staff development needs relative to state and federal programs with inservice components, and be represented on state staff development center policy boards.

Policy Board

A body which sets policy for the operation of local and state staff development center programs. Policy boards shall be composed as follows:

State Center Policy Boards: A majority of the members shall be representative of teachers. The balance of the policy board shall include representatives from: local boards of education, each local staff development center policy board, administrators, at least one higher education representative and other support personnel.

Local Center Policy Boards: A majority of the members shall be representative of teachers. The balance of the policy board shall include representatives from: local boards of education, administrators and other support personnel.

Teacher representatives on local state staff development centers shall be: (1) appointed by the teachers' collective bargaining agent, (2) elected by all teachers in an area where there is no collective bargaining agent.

Representatives of institutions of higher education shall be selected by the Council of Deans and Directors of schools and colleges of education.

Other representatives on the policy boards shall be selected by constituent groups.

Fiscal Agent

This definition applies to Michigan's state-funded staff development center programs. The fiscal agent is the educational public body corporate which has the responsibility to receive and disburse funds,

and make financial reports as required by law or the conditions of the grant for a staff development center program. Appropriate fiscal agents for local staff development centers are local school boards and intermediate school districts.

Funds shall be administered in accordance with the policies and priorities of the policy board, consistent with the terms and conditions of the grant. The review of the program budget and all reports by the board of the fiscal agent, prior to submission by the program policy board to the Michigan Department of Education, shall be limited to compliance with law and the conditions of the grant. Personnel of the staff development center will be recommended by the center's policy board, and upon recommendation shall be appointed by the fiscal agent. The fiscal agent does not establish policy for staff development centers, veto programs or change priorities. Local agreement on other details of the working relationship between the fiscal agent board and the center's policy board should be agreed upon and described in the written program plan. The payment of released time should be recommended by local policy boards, in the intent and spirit of Public Act Number 379 and the specific terms of the granting organization. Funds appropriated for this program shall not be expended for facility rental, overhead charges or stipend payments.

State Level Advisory Council on Staff Development

The Advisory Council shall be charged with advising the State Board of Education regarding the broad spectrum of staff development activities in the state, providing information regarding problems and issues in this area, and advising the State Board regarding specific items referred to the Council by the Board. The composition of the State Level Advisory Council shall include a majority of teachers, as designated by the Michigan Education Association and Michigan Federation of Teachers, as well as representatives from the following organizations:

Michigan Congress of Parents, Teachers, and Students
Deans and Directors of Colleges of Education
Michigan Association of School Boards
Michigan Association of Intermediate School Administrators
Michigan Association of School Administrators
Michigan Elementary and Middle School Principals Association
Michigan Association of Secondary School Principals
Local Staff Development Centers
State Staff Development Centers
Federally Funded Teacher Centers
Michigan Congress of School Administrator Associations
Middle Cities
Nonpublic Schools
Community Colleges

Professional Development Advisory Councils

A council made up of classroom teachers, citizens, local boards of education, school administrators, intermediate school district staff, staff from teacher preparation institutions and nonpublic schools. Such a council, with fifty percent (50%) teacher membership, identifies on a regional basis areas of need for staff development acitvities, possible resources to meet those needs, and assists in planning and coordination to improve regional staff development services.

In those areas of the state where a state staff development center has been established, such an advisory council may co-exist with and provide input to the policy board relative to staff needs and staff development programs. The Professional Development Advisory Councils now in operation may be phased out once Policy Boards have been established. Policy Boards should establish those advisory groups that are deemed relevant. After October 1, 1979, existing Professional Development Advisory Councils shall be comprised of a majority of teachers. Teacher representatives shall be: (1) appointed by the teachers' collective bargaining agent, (2) elected by all teachers in the area where there is no collective bargaining agent.

Service Areas

The Michigan Department of Education organization structure involves fourteen service areas (i.e., Special Education Service, Vocational-Technical Education Service, Compensatory Education).

Program Components

The State Board of Education has identified areas of need that relate to all of education (i.e., Career Education, Bilingual Education). Special offices within the Department of Education have been created for these areas and are referred to as program components with responsibility for coordinating related activities of all service areas.

Internal Council

A council internal to the Department which meets to communicate information relative to Department funded and sponsored staff development activities. All service area and office directors with administrative responsibility for staff development programs and funds are council members as well as staff of the Office of Professional Development.

III. RATIONALE

During the past twenty-five years new teaching demands have accumulated at a very rapid rate, many of them stimulated by federal support for new programs. There is a need to establish an orderly means by which new knowledge and new teaching strategies become diffused throughout Michigan's school systems.

Department of Education records indicate that most provisional certificate holders complete requirements for a continuing teaching certificate four to six years after graduation from college. Of the approximately 109,000 certified persons employed in Michigan's public schools, 75 percent hold a permanent or continuing certificate and have completed all necessary state requirements beyond the bachelors degree. In addition, a similarly high percentage of the professional public work force in Michigan is at or very near the top of the local district salary schedule. With declining student enrollments and provisions in most master contracts for layoffs to be made on a seniority basis, it is predicted that the professional school staff will tend to include more persons: (1) with extended experience; (2) at the maximum salary level; and (3) with higher levels of college or university preparation than ever before.

The development of a statewide system to facilitate staff development for all professional personnel is a complex endeavor. The Department of Education recognizes the need to facilitate local staff development programs, therefore, the purpose of this document is to communicate an organizational framework through which the multiplicity of efforts can be coordinated and a statewide system for meeting staff development needs can be established and maintained.

Inherent in a systematic approach to staff development programming is the notion of 1) coordination of existing resources, 2) collaboration among the various individuals and agencies concerned with the education of teachers and children, 3) development of inservice planning models which will allow for local assessment of educator needs, 4) local planning of inservice activities, and 5) local delivery of programs.

RESPONSIBILITY OF THE MICHIGAN DEPARTMENT OF EDUCATION

The State Plan for School Staff Development in Michigan describes the annual process of the Department to link the state and federal categorical programs to locally identified needs and to disseminate within and without the agency information on staff development programs sponsored by the various programs and service areas within the Department. The responsibilities of the Department relative to the planning process are:

1. Identification of funding levels of state and federal programs with inservice components.

2. Coordination and explication of inservice planning relative to the use of categorical funding.

3. Development of professional staff development planning models which include needs assessment, program planning and evaluation procedures.

4. Materials development and training of training workshops.

5. Technical assistance and dissemination to colleges and universities, intermediate and local school districts relative to state and local identified needs, model programs, Teacher Corps and Teacher Center Program.

The role of the Department is one of coordinating, brokering, networking, and disseminating to impact on the development of staff development planning models for local educators.

The Department of Education staff working with staff development activities use an eight step planning process drawn from the definition and from the experiences of educators throughout the state.

PLANNING PROCESS FOR STAFF DEVELOPMENT RELATED TO STUDENT NEED

Staff development programs which are not directly related to student needs might begin planning at step #4 with the identification of school staff needs.

1. Specifying expectations - for student learning.

2. Determining any variances between expectations and achievements.

3. Analyzing whether students' unmet needs could be better met through provision of a professional development program for staff.

4. Identifying the related professional development needs of teachers and other school staff.

5. Compiling information on possible models and procedures available to meet those needs.

6. Matching staff development activities to the most available models in terms of (a) staff needs, (b) available resources, and (c) student outcomes; or concluding that there is no match, and proceeding to develop an appropriate activity.

7. Providing incentives for adopting or adapting the models or procedures locally.

8. Establishing an evaluation mechanism to determine the effectiveness of the professional development activity in meeting staff and/or student needs.

This eight step process is advocated by Department staff and used in Department administered programs.

IV. MICHIGAN'S LOCAL STAFF DEVELOPMENT CENTERS

In the fall of 1978, a special study was conducted at the request of the Michigan Legislature. The purpose of the study was to determine the most effective approach to statewide staff development center programs. The study was completed with input of an Advisory Group representing the various agencies and organizations involved with the Michigan educational system. This section describes a procedure by which local staff development centers can be developed, delineates the responsibilities of fiscal agents, policy boards and advisory councils, and lists responsibilities for the State Board for program administration and coordination.

1. Eligible Recipients

   a. A local school district with a minimum of 750 professional personnel.

   b. A consortium of local school districts with a combined enrollment of a minumum of 750 professional personnel. The staff of intermediate school districts may participate in consortia with local school districts.

   c. An intermediate school district may be the fiscal agent for a consortium of school districts.

2. Funding Criteria

   a. Funding for local staff development center programs in Michigan should be based on an entitlement program based on professional personnel enrollment.

   b. Funding should allow non-duplicatory combinations of funds from local, state, and federal sources.

3. Policy Board

   A policy board is to be established for each local staff development center. The board has the following responsibilities and authority:

   a. Policy formulation.

   b. Identification of staff development needs.

   c. Approval of programs.

   d. Establishment of goals and objectives.

   e. Provide direction to center staff.

f. Recommendation to fiscal agent for appointment and dismissal of center staff. Dismissal shall always follow due process.

g. Development of an annual program structure.

(1) Provide a staff development program for teachers, administrators and other school support staff.

(2) Provide for the preparation and production of materials necessary for staff development programs.

(3) Conduct an inventory of staff development needs.

(4) Initiate programs designed for the staff development of teachers, administrators, and other school support staff of participating school districts.

(5) Enter into agreements for the provision of staff development programs.

(6) Obtain services of consultants and other resource persons as appropriate.

4. Role of the Office of Professional Development

The Office of Professional Development within the Michigan Department of Education will have the responsibility to recommend staff development programs to strengthen both agency and field response to the needs of Michigan educators.

Specifically the Office will:

a. Provide technical assistance and coordination to local and state staff development center policy boards.

b. Coordinate department activities relating to staff development.

c. Certify local staff development center programs with concurrence of the State Board of Education after presentation of a satisfactory plan having the following components:

(1) An acceptable Policy Board.

(2) An acceptable fiscal agent.

(3) Program for adequate and specific needs assessment.

(4) Program for the use of needs assessment data in program planning.

(5) Program for the development and monitoring of a budget.

(6) Program for the coordination of funds provided from various sources.

(7) An acceptable proposal for program evaluation.

d. Monitor the activities of staff development centers.

e. Fulfill responsibilities specified under the federal Teacher Corps and Teacher Center legislation.

f. Coordinate provisions of the statute with provisions of other federal acts to avoid duplication of programs and services.

g. Conduct evaluation activities utilizing State Level Advisory Council recommendations to the State Board of Education.

h. Compile statewide needs assessment data based on local needs assessment.

i. Assume responsibility for communication and coordination among local staff development centers.

j. Monitor local staff development center programs for assurance that funds are supporting new programs and not supplanting existing programs.

k. Serve as department staff liaison to the State Advisory Council on Staff Development.

5. The Federal Teacher Centers Program

The Federal Teacher Centers Program (Section 532 of Title V-B of the Higher Education Amendment of 1976, P.L. 94-482) was funded for the first time in 1977-78. The federal program awards grants to local education agencies and institutions of higher education to operate teacher centers and to local education agencies to plan and operate centers. Funding for the federal centers should be complementary with state funding for staff development centers.

6. Evaluation of Staff Development Programs

Staff development programs should be evaluated approximately three years after inception of the program and be reevaluated five years after inception. The evaluation should include, but not be limited to, needs assessment, program design, program delivery, and administrative and governance structures, policies, and procedures.

V. MICHIGAN STATE STAFF DEVELOPMENT CENTERS

Michigan state staff development centers are designated by the State Board of Education as a resource and consultant unit to local staff development centers and local school districts. The establishment of an eventual network of a maximum of 25 centers can strengthen articulation between local needs and identification of resources in a central location.

Each local staff development center shall be represented on the state staff development policy board and shall have the option of accessing the resources of the state staff development center. The local staff development center will have autonomy in setting program goals and delineating center activities based on locally identified needs.

To be designated a state staff development center the following criteria must be met:

a) access to state library services;

b) established resource materials collection;

c) space and facility on site for group activities;

d) established information and materials dissemination capacity;

e) established service network larger than the geographic area of the fiscal agent.

Each center shall have a policy board consisting of a majority of teachers with the balance of the board to include representatives from local boards of education, each local staff development center policy board, administrators, at least one higher education representative, and other support personnel. The selection of policy board members for state centers is the same as that for local staff development centers.

A state staff development center plan shall include:

a) consultation service based on locally identified program needs;

b) identification of resources;

c) identification of goals and objectives of staff development program;

d) materials and program development;

e) identification of process for program evaluation;

f) identification of priorities based on local needs assessment.

VI. THE STATE PLANNING PROCESS

The State Plan for School Staff Development in Michigan relies on two basic assumptions. The first assumption is that local school staff should be involved in the planning process for staff development activities designed to meet their needs. The second assumption is that the state has a unique and specific role to play in facilitating quality inservice training and identifying areas of need. The goal, then, of the State Plan for School Staff Development is to describe clearly a comprehensive approach to staff development -- a comprehensive approach that will assist local districts in meeting staff needs and involve teachers in the planning process.

Staff development activities are a process for reaching a product. The product is local district staff who are, as a result of the process, continually prepared and updated with specific skills or knowledge needed to perform their role. The specific skills or knowledge needed by school staff are identified in two ways as described below.

Method #1

Each local staff development center is charged with assessing the needs of school staffs in the region it serves. This may be done through the use of a formal needs assessment instrument. The most common type of assessment instrument measures perceived needs of teachers and other staff. However, local districts are encouraged to assess needs beyond those that are felt or perceived by teachers., Student achievement data and school climate analysis can be utilized to set school program priorities for educational program improvement. Teacher needs relative to school program priorities can be determined through building level needs identification procedures (GESTALT). The Michigan Department of Education has prepared a special manual and inservice program (referred to as Project TEAM) to assist local staff in assessing their needs for professional development. At periodic intervals each local staff development center will submit a list of their priority needs to the Department of Education.

Method #2

Each service area and program component within the Department of Education with responsibility for the administration of categorical funds for professional staff development activities will also identify specific staff development activities for local school staffs. The skills and knowledge identified by each area (career education, bilingual education, etc.) will generally evolve from state legislation, state board policy or federal guidelines regarding a particular

program. For example, as a result of the 1976 (federal) Education Amendments, vocational education is now obligated to take steps to eliminate sex bias and sex role stereotyping in vocational programs. Since vocational programs are at the local level, it might be determined by the Vocational-Technical Education Service of the Michigan Department of Education that teachers and other staff should have training to help them identify sex bias in their programs and materials and to obtain the skills necessary to modify programs and materials so that they become sex-fair. There are similar examples which could be cited for each of the service areas and program components within the Department of Education.

It is the responsibility of each department unit to analyze and prioritize the needs identified in *Method #1 and #2* and determine the best relationships. Each service area and program component will design a staff development plan of action which will delineate clearly those inservice programs to be developed and/or supported by that unit. Plans of action will be updated or revised annually.

In summary then, the process for state planning to respond to locally identified needs includes:

1. A compilation of identified needs from the local staff development centers;

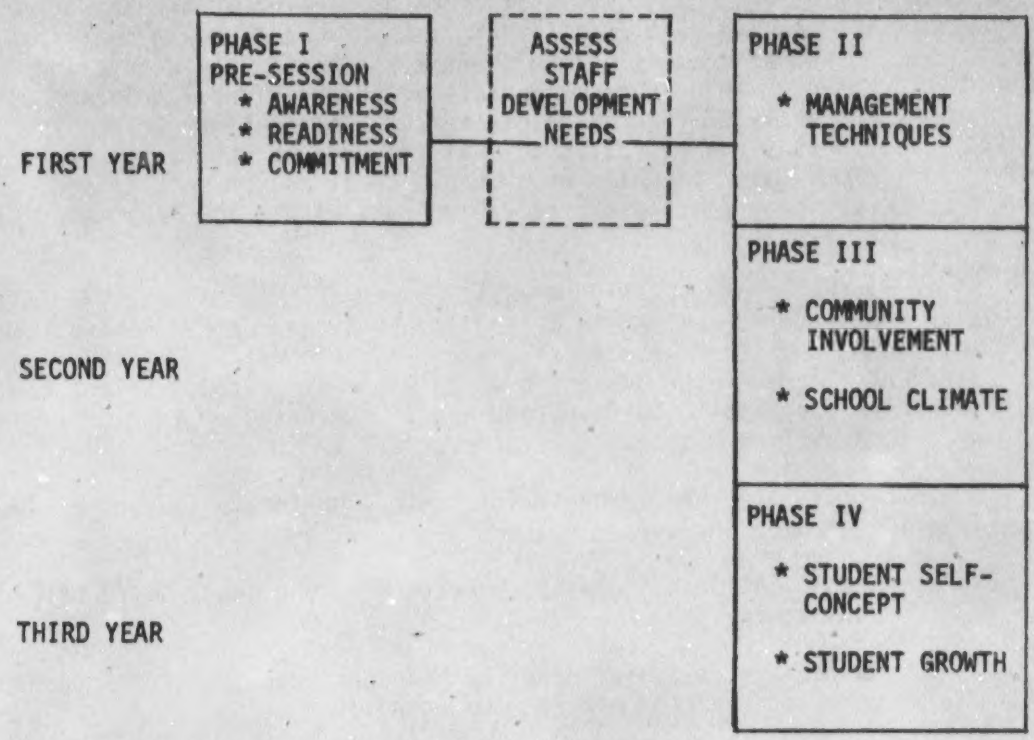
2. An identification of needs by Michigan Department of Education service areas and program components;

3. The establishment of priorities by service areas and program components utilizing input from one and two above;

4. A plan of action based on the priorities, developed by each service area or program component;

5. A communication from the Office of Professional Development to local and state staff development centers showing priorities established by service areas and program components.

Comprehensive staff development programs supported by the Department of Education should be consistent with the State Model for Staff Development. That model as presently designed incorporates the following components:



Each Michigan Department of Education service area and program component has the responsibility for building into each phase of the staff development program the skills and knowledge which have been identified as a need. In other words, rather than taking a generic approach, the four phases of the staff development program become content specific as appropriately related to the group of educators involved. For example, let's assume the Special Education Service has determined that it is essential that teachers have the skills and knowledge required to mainstream handicapped students. In this instance, Phase I would be designed to identify the following: (1) why teachers need to be aware of handicapped students and the methods and procedures for mainstreaming them; (2) why they need to be ready to acquire the skills needed for mainstreaming; (3) why commitment to actually using the skills learned is important to both the teacher and the handicapped student.

Phase II of the model is designed to specifically address classroom management skills and techniques. In the Special Education example cited earlier, these management skills and techniques would be those needed by

staff for placing handicapped students in the least restrictive environment.

Phase III is directed toward developing the skills and knowledge staff need to involve the community and gain its support. At the same time this phase would also concentrate on enabling staff to positively influence the climate within the school. To follow the example through this phase, the staff would develop skills needed to gain community support in dealing with handicapped students in their school and to promote acceptance and participation of handicapped students within the school.

During the last phase, Phase IV, the staff development program focuses on assisting teachers and other staff in developing the skills they need to help improve student self-concept. This phase will also measure student achievement based upon previously identified expectations.

In summary, then, the final result or product brought about by the comprehensive staff development program in this example should be:

1. A staff that is aware, ready and committed to carrying out their role in the mainstreaming of handicapped students.

2. A staff that has the necessary classroom management techniques and skills to deal with the handicapped student in the regular classroom.

3. A staff that has the skills to develop community support for the handicapped in the public schools.

   A staff that has the skills to create a positive school climate regarding the handicapped.

   A supportive community and a positive school climate.

4. A staff that has the skills to help a handicapped student improve his/her self-concept.

   Handicapped students with improved self-concepts.

   A staff that has the skills to improve the learning and performance of the handicapped student.

   Improved learning and performance of the handicapped student.

It is the intent of the State Plan for Staff Development to directly link the process to a product. The example shared previously clarifies that linkage.

VII. OBJECTIVES AND ACTIVITIES 1979-80

The State Plan activities are grouped under the following four objectives:

1. Design and implement a structure that will (a) coordinate the various staff development programs and activities within the Department; and (b) provide a communication network among MDE staff responsible for administration of staff development programs and activities.

2. Design and implement an organizational structure that will provide linkages between the various field-based staff development efforts and between the field-based efforts and the Michigan Department of Education.

3. Provide the opportunity for and encourage the intimate involvement of local and intermediate school district and institution of higher education personnel in the state-supported staff development process.

4. Develop an evaluation procedure to determine the effectiveness of regional staff development programs and whether the State Plan for School Staff Development has been effective and disseminate the results of the evaluation.

Each objective is even more finitely reduced to specific activities to be completed in order to accomplish that objective. The agency responsible for each activity is identified as well as the timeline for completion and the expected outcome(s) for each activity. It is hoped that through the identification of the agency responsible for each activity, educators will begin to see the role of each agency in a comprehensive approach to staff development.

Objective 1

Design and implement a structure that will (1) coordinate the various staff development programs and activities within the Department; and (2) provide a communication network among MDE staff responsible for administration of staff development programs and activities.

COMMENTS: The Office of Professional Development will serve as the basis for this organizational structure.

Activity	Agency	Completion Date	Outcome
1. Staff and operate a formal Office of Professional Development for the entire MDE.	Superintendent/ Board of Education	Continuous	A central unit for coordinating MDE Staff Development activities and providing leadership.
2. Communicate regularly with all service areas within the Department conducting staff development activities.	Office of Professional Development	Continuous	Increased awareness and improved cooperation among service areas.
3. Allocate an agreed upon percentage of time for one staff member from each of seven service areas for the purpose of assisting in the operation of the Office of Professional Development.	MDE Service Areas	Continuous	Improved communication and linkages within MDE.
4. Identify monies from each service area for support of staff development activities in coordination with the Office of Professional Development.	MDE Service Areas	Oct. 1, 1979	Fiscal support for meeting needs identified by more than one service area. Reduction in duplication of effort.

Objective 1 (cont'd)

Activity	Agency	Completion Date	Outcome
5. Develop guidelines for service area linkage to out-state staff development activities and agencies (i.e., Regional Councils, Professional Development Centers, CEPDs, REMCs, etc.)	Office of Professional Development	December 1, 1979	Linkage to out-state activities and agencies will become institutionalized as service areas plan and conduct staff development activities.
6. Submit all plans for staff development activities to the Office of Professional Development for review prior to submission to the State Board of Education.	MDE Service Areas	Continuous	Increased Department awareness and understanding of staff development activities conducted by service areas.
7. Analyze teacher center and other state and federal legislation relating to professional or staff development.	Office of Professional Development/MDE Service Areas	Continuous	Written analysis of staff development legislation. Awareness and understanding of state and federally supported staff development.
8. Prepare a document identifying categorical inservice programs available through MDE service areas.	Office of Professional Development	August 30, 1979	Local districts aware of staff development activities conducted by each service area. Improved communication among service areas.

Objective 2

Design and implement an organizational structure that will provide linkages among the various field-based staff development efforts and between the field-based efforts and the Michigan Department of Education.

COMMENTS: The Office of Professional Development will serve as the basis for this organizational structure.

Activity	Agency	Completion Date	Outcome
1. Continue technical assistance to Regional Councils and Policy Boards.	Office of Professional Development/Local Districts	Continuous	More districts capable of increasing awareness of staff development and improving coordination of activities at the local level.
2. Assess the staff development needs of school staffs and report such findings to the MDE.	Local staff development center policy boards	Dec. 15, 1979	Statewide data available on the needs of school staffs.
3. Utilize statewide reported data on needs of school staffs when planning and facilitating new staff development programs and activities.	Office of Professional Development/MDE Service Areas & Program Components	March 1, 1980	Concrete data to assist service areas in responding to needs of school staffs.
4. Serve as regional networks for providing information to school districts and individual buildings regarding validated practices that can help school staffs improve services to children, youth, and adults.	State staff development centers, local staff development centers	Continuous	Increased awareness and utilization of programs that are effective in developing skills of school staffs.

Objective 2 (cont'd)

Activity	Agency	Completion Date	Outcome
5. Identify human and material resources	All agencies	Continuous	Local staff awareness and access to resources.
6. Encourage and assist Teacher Corps directors to link activities to those of the state and local staff development centers.	Office of Professional Development	Continuous	Strengths of Teacher Corps programs shared.
7. Encourage CEPD staff to link their efforts to state and local staff development center policy boards.	VTES/Career Education Office	Continuous	Improved coordination and communication. Reduction in duplication.
8. Encourage REMC's to maintain communication with Regional Councils and center policy boards to share information and publications.	Office of Professional Development	Continuous	Increased utilization of REMC services.
9. Maintain communication with institutions of higher education regarding MDE sponsored staff development activities.	Office of Professional Development/MDE Service Areas	Continuous	Awareness and understanding on the part of higher education regarding state sponsored staff development.

Objective 2 (cont'd)

Activity	Agency	Completion Date	Outcome
10. Seek expertise and input from IHE personnel regarding solutions to staff development problems.	All agencies	Continuous	Inclusion of IHE personnel in comprehensive staff development system.
11. Encourage IHE personnel to continually revise preservice curriculum to reflect changes in the educational system.	Office of Professional Development/ MDE Service Areas	Continuous	New teachers prepared with updated knowledge and skills.
12. Provide IHE's with state-wide reported data on needs of local school staffs as identified by local and state center policy boards.	Office of Professional Development	February, 1980	Knowledge on the part of IHE personnel of local staff development needs for impact on preservice and inservice programs.
13. Encourage teacher educators to cooperate in conducting staff development activities.	Office of Professional Development	Continuous	Direct involvement of teacher educators in local level staff development activities.
14. Communicate regularly with the State Board of Education appointed staff Development Advisory Council and seek their input regarding staff development approaches and procedures.	Office of Professional Development	Report regularly at meetings	Understanding and awareness on the part of the advisory council regarding MDE efforts, advice and knowledge to MDE professional development staff for decision making.

Objective 2 (cont'd)

Activity	Agency	Completion Date	Outcome
15. Develop guidelines that encourage linkages to state-supported staff development activities in federal project proposals submitted to the USOE by local and regional agencies.	Local School Districts Intermediate School Districts	Continuous	All staff development activities linked to State comprehensive system.

Objective 3

Provide the opportunity for and encourage the involvement of local and intermediate school districts and institutions of higher education personnel in the state-supported staff development process.

Activity	Agency	Completion Date	Outcome
1. Explore all available resources to meet staff development needs.	Local District Personnel	Continuous	Individual educator needs met.
2. Respond to locally identified staff development needs.	Institutions of Higher Education/ Staff Development Centers/MDE	Continuous	Local needs met.
3. Develop a brochure explicitly describing to individual educators the various avenues open to him/her for meeting his/her staff development needs.	Office of Professional Development	March 30, 1980	A brochure for teachers and other educators concerned with staff development.
4. Encourage each institution of higher education to prepare a doucment which describes the various fields of expertise of its staff members for staff development activities.	Office of Professional Development	August 1, 1979	A concise document identifying IHE resources available.

Objective 4

Develop an evaluation procedure to determine the effectiveness of staff development programs and whether the State Plan for School Staff Development has been effective and disseminate the results of the evaluation.

COMMENTS: The evaluation committee should be composed of teachers, administrators, teacher educators and state staff.

Activity	Agency	Completion Date	Outcome
1. Develop a design for evaluation of staff development programs.	Local Staff Development Policy Boards/ Office of Professional Development	March 1, 1980	Evaluation design.
2. Implement evaluation at three and five year intervals.	Office of Professional Development/ Local Districts/ Policy Boards	Continuous	Data for determining effectiveness of staff development programs.
3. Collect appropriate data as each of the activities of the State Plan are initiated and carried out.	Office of Professional Development/ Regional Policy Boards and Councils/MDE Service Areas/ Professional Development Centers	Continuous	Evaluative data.

Objective 4 (cont'd)

Activity	Agency	Completion Date	Outcome
4. Establish an evaluation committee to review the data and determine the effectiveness of the State Plan for Staff Development.	Superintendent	June 1, 1980	State Plan evaluation committee.
5. Make recommendations for revisions in the State Plan.	Evaluation Committee	July 30, 1980	Recommendations for revision of State Plan.
6. Prepare a report describing the strengths and weaknesses of the State Plan and the recommendations for revision and disseminate.	Office of Professional Development	October 1, 1980	An evaluative report.

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Health, Education and Welfare. Therefore, it shall be the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Michigan State Board of Education is responsible or for which it receives federal financial assistance from the Department of Health, Education and Welfare. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.